DOCUMENT RESUME

ED 331 595 PS 019 336

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TITLE "Trigger" Media for Speech.
SPONS AGENCY Tennessee State Dept. of Education, Nashville.
PUB DATE 90
NOTE 21p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Elementary School Students; Guidelines; *Kindergarten Children; Primary Education; Slides; *Speech Instruction; *Speech Skills; Teaching Guides; *Videotape Recordings

ABSTRACT

This instructor's manual discusses the use of three videotapes and three slide sets that were produced for the purpose of triggering, or stimulating, students to say and use particular sounds frequently in conversational speech. The manual provides statements of the purpose and objective of the media, a list of components, student performance objectives, sample questions to stimulate discussion, and a list of adaptations that can be made when the media are used in classes. Also provided are transcripts of the taped material about the "r," "s," and "l" sounds, and word lists for use in discussion. (RH)

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"TRIGGER" MEDIA FOR SPEECH

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Music - Courtesy of EMI Music Publishing

MEDIA has been produced with the financial assistance of a 1989-90 Creative Teaching Mini-Grant from the Tennessee State Department of Education/South Central Bell.

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INSTRUCTOR'S MANUAL

FOR "TRIGGER" MEDIA (VIDEOTAPES/SLIDES)

Purpose/Objective:

This media (3 videotapes and 3 slide sets) was produced to "trigger" or stimulate students to say and to use sound(s) frequently in conversational speech. The audio which accompanies both the videotapes and slide sets includes a script which emphasizes and includes many words for the frequently misarticulated sounds of R, S, and L. Animals were filmed for both the videotape and slide programs to encourage student interest and attention.

Components:

- *Three videotapes: each three to five-minute videotape features one sound (R, S, and L).*
- *Three slide sets: each three to five-minute slide program features one sound (R, S, or L) with accompanying audio tape.*
- *Instructor's Manual (includes program scripts and sound word lists).*

Performance Objectives:

The students will be able to:

1. *Correctly produce (say) [r], [s], or [l] in conversational speech in the initial, medial or final positions, and in blends.*

2. Listen to the audio of both programs and be able to name the word(s) which were said for the R, S, or L sound.

Directions for Use:

The "Trigger" media for speech can be used by Kindergarten or primary-aged students in regular, special education or resource rooms. The students should have previously worked on the letters and sounds: R, S, and L. For speech students, they should be at the conversational speech level. The videotapes and slide programs are designed to be used with a classroom of students, a small group of students or on an individual basis. Equipment needed to view the programs are a video-tape player and monitor or slide viewer with audio tape recorder.

Students need to be pre-taught, before viewing the videotape or slide program, why they are watching the program(s) and what they need to be able to say they have learned once they have finished seeing them. Here are some suggestions to help students formulate their thinking:

- Why they are watching the videotape or slide program: listen for specific sound(s); listen for words with sounds at the beginning, middle, or end of words or in blends; practice saying words in conversation; learn more about an animal while listening for specific sounds.
- What they have learned after viewing the videotape or slide program: named word(s) with specific sound(s); heard specific sound(s) at the beginning, middle, or end of words or in blends;

repeated phrases or sentences which impressed them during the program; relayed information they learned about an animal while using sound word(s) included in the media program.

Here are some sample questions to be used to stimulate discussion, conversational speech and further questions from students.

- *What animal(s) did you see?*
- *What did the program say he ate?*
- *Where did the animal live?*
- *How many baby animals were born?*
- *What is special (unique) about this animal?*
- *What did the animal look like?*
- *Why should we like this animal?*
- *What does this animal do that might make us feel uncomfortable?*
- *Tell me about the size of this animal.*
- *Tell me about the color(s) of this animal.*
- *If I was unable to see, how would you describe this animal to me?*

It should be noted that additional background information related to each animal shown is included, for the benefit of the instructor, within each script (see attached copies). Before a program is presented, it is suggested that the instructor review this supplementary information with students.

Short pauses have been included, after the naming of each set of word lists, in the audio portion of the videotapes, and slide programs.

These have been provided for the instructor to: 1) stop the tape so that students can reread word lists; 2) provide time for the instructor to comment on the word list; 3) or provide time for the instructor to elicit comments and feedback from students.

Class adaptations possible using "Trigger" media:

- *Animals featured can be used to supplement science curriculum studies in such topic areas as endangered species, reptiles, birds, pets, etc.*

- *Sounds featured (R, S, L) can be used to reinforce studies of those particular letters or sounds.*

- *Mathematics and science classes can use the programs to have students: name the number of items seen or heard (such as the number of claws, the number of times the snake projected his tongue, etc.) and discuss the importance of close observation when dealing with numbers or empirical study.*

- *Arbor Day (related to trees) or Earth Day can be featured yearly with these media programs to encourage discussion about which animals need trees, which animals don't need trees, why we need these animals, etc.*

- *Writing lessons about the featured animal or sound can be done before or following the viewing of the videotapes or slide programs.*

- *Art or music projects can be developed with these media programs to help stimulate ideas about texture, colors, lighting, nature versus man made sounds, animal sounds, etc.*

R SCRIPT [4:00 Total]

TIME:	GRAPHIC: R SOUND TITLE
20 secs. (w/music)	"Let's Hear the R Sound by Roberta Steinke."
	GRAPHIC: GRANT/ANIMALS OWNED
10 secs.	"Funding for this project was provided by South Central Bell. The animal shown is owned and trained by naturalist Scott Shupe."
8 secs.	GRAPHIC: CREW NAMES
	GRAPHIC: R IS AT THE BEGINNING....
8 secs.	"Soon you'll be meeting Ruby, the red-tailed hawk. Listen for these R words while watching Ruby. R is at the beginning of these words...."
	GRAPHIC: R WORDS LIST
7 secs.	"Ruby, red-tailed, red, reaches, rush, raw, rats."
	GRAPHIC: R WORDS LIST
7 secs.	"Frogs, grasshoppers, rest, trees, prey, range, Rocky."
	GRAPHIC: R WILL BE IN THE MIDDLE....
5 secs.	"Now, R will be in the middle of these words...."
	GRAPHIC: R WORDS LIST
14 secs.	"Wears, colored, feathers, every, sharp, carry, lizards."
	GRAPHIC: R WORDS LIST
12 secs.	"Grasshoppers, forest, parents, buzzard, soars, around."

TIME:	GRAPHIC: AND R IS AT THE END....
5 secs.	"And R is at the end of these words...."
	GRAPHIC: R WORDS LIST
14 secs.	"Are, larger, stronger, flyer, their, fur, together."
	GRAPHIC: R WORDS LIST
12 secs.	"Care, her, after, hear, far, air."
	FOOTAGE: BIRD AND RED FEATHERS
20 secs.	"Let's meet Ruby, the red-tailed hawk, with trainer, Scott Shupe. Usually, red-tailed hawks are 25 inches long. That's about two feet. The female is often larger and stronger than the male. The red-tailed hawk can be picked out from the other hawks because it wears red-colored tail feathers and sometimes has white wing feathers."
	FOOTAGE: SPREADING WINGS/CLAWS
23 secs.	"Every hawk like Ruby has sharp eyesight, is a fast flyer and reaches for its food with sharp claws. You will see hawks rush to carry and eat raw or live insects, rats, lizards, snakes, frogs, grasshoppers, and bats. Ruby will eat bones, feathers, and fur. And she will rest in forest trees waiting for prey."
	FOOTAGE: BIRD LOOKING/MOVING WINGS
20 secs.	"Red-tailed hawks like to be in their nest alone. Both parents make the nest together. And the male hawk helps hatch the red-tailed hawk eggs and care

for the young. Ruby will build her nest high in the trees and have two to six young red-tailed hawks. Young hawks fly from the nest after a month or six weeks near their parents."

FOOTAGE: BIRD BEING TURNED ON TRAINER ARM

20 secs. *"The red-tailed hawk is a buzzard hawk who soars or flies around far into the air. Ruby lives, or has her range, east of the Rocky Mountains. It is against the law to kill hawks in most states. Look up, and some day you may see a red-tailed hawk in the sky near you."*

GRAPHIC: THE END

10 secs. (w/music) *"That's all for Ruby, the red-tailed hawk. Thanks for listening and watching."*

5 secs. (w/music) *GRAPHIC: MUSIC CREDIT*

S SCRIPT *[4:12 Total]*

TIME:	*GRAPHIC: S SOUND TITLE*
20 secs.	*"Let's Hear the S Sound by Roberta Steinke."*
(w/music)	
	GRAPHIC: GRANT/ANIMALS OWNED
10 secs.	*"Funding for this project was provided by South Central Bell. The animal shown is owned and trained by naturalist Scott Shupe."*
8 secs.	*GRAPHIC: CREW NAMES*
	GRAPHIC: S IS AT THE BEGINNING....
8 secs.	*"Soon you'll be meeting Sammy the snake! Now, listen for these S words while watching Sammy. S is at the beginning of these words...."*
	GRAPHIC: S WORDS LIST
16 secs.	*"Sammy, snake, scales, skin, special, sit, swallowing."*
	GRAPHIC: S WORDS LIST
14 secs.	*"Seem, sometimes, see, sand, sitting, sun, search."*
	GRAPHIC: S WORDS LIST
14 secs.	*"Some, so, safe, stay, seen, sneak, states.*
	GRAPHIC: S WILL BE IN THE MIDDLE....
5 secs.	*"Now, S will be in the middle of these words...."*
	GRAPHIC: S WORDS LIST
14 secs.	*"Glossy, outside, beside, listen, discover, voices, crossing."*

GRAPHIC: AND S IS AT THE END....

5 secs. "And S is at the end of these words...."

GRAPHIC: S WORDS LIST

16 secs. "Let's, limbless, face, guess, likes, cats, mice, rats."

GRAPHIC: S WORDS LIST

16 secs. "Chase, waits, pounce, helps, acts, poisonous, snakes, hiss."

GRAPHIC: S WORDS LIST

14 secs. "Pass, grass, this, house, yes, piece, states."

FOOTAGE: TRAINER HOLDING SNAKE

39 secs. "Let's meet Sammy, the snake, with trainer Scott Shupe. Sammy is a big snake. He is 24 feet long. Sammy weighs about 20 pounds. He has glossy, shiny scales which make up his outside skin. Snakes can be all different colors. Snakes are limbless which means they don't have legs. If he loses a part of his tail, it will not grow back. Snakes have eyes on their face which have special eyelids to protect their eyes."

18 secs. FOOTAGE: WITH TRAINER/FACE CLOSE-UP

"Guess what Sammy likes to eat? He eats live mice or rats. He will sit for hours trying to finish swallowing. Snakes usually do not chase their food,

but when the snake seems dead, he is waiting to pounce or jump on his meal."

FOOTAGE: LONG SHOT MOVING AWAY ON GRASS/ FACE CLOSE-UP

15 secs. "Sometimes you will see Sammy on the sand or sitting beside a rock in the sun. His tongue helps him listen and discover sounds. The tongue also acts as eyes to help him search for food."

FOOTAGE: FACE CLOSE-UP AND TONGUE OUT

25 secs. "Some snakes are poisonous and so, to be safe, stay away and just watch snakes. When Sammy hears voices, he might hiss at you to warn you to go away! Sometimes snakes are seen crossing the road. Let them pass and sneak into the grass. This is the time for the snake to find his house. Yes, the snake is a piece of our world. Sammy can be seen all over our United States."

GRAPHIC: THE END

10 secs. (w/music) "That's all for Sammy the snake."

5 secs. (w/music) GRAPHIC: MUSIC CREDIT

L SCRIPT [4:00 Total]

TIME:	GRAPHIC: L SOUND TITLE
20 secs. (w/music)	"Let's Hear the L Sound by Roberta Steinke."
	GRAPHIC: GRANT/ANIMALS OWNED
10 secs.	"Funding for this project was provided by South Central Bell. The animal is owned and trained by naturalist Scott Shupe."
8 secs.	GRAPHIC: CREW NAMES
	GRAPHIC: L IS AT THE BEGINNING....
8 secs.	"Soon you'll be meeting Loulou, the mountain lion. Listen for these L words while watching Loulou. L is at the beginning of these words...."
	GRAPHIC: L WORDS LIST
16 secs.	"Let's, Loulou, lion, like, long, largest, sleek, looking."
	GRAPHIC: L WORDS LIST
16 secs.	"Claws, likes, lakes, longer, legs, leaps, lives, climbs."
	GRAPHIC: L WORDS LIST
16 secs.	"Light, louder, ledge, learn, look, lick, leave loner."

TIME:	GRAPHIC: L WILL BE IN THE MIDDLE....
5 secs.	"Now, L will be in the middle of these words...."
	GRAPHIC: L WORDS LIST
16 secs.	"Loulou, usually, color, alone, inland, herself, suddenly, animals."
	GRAPHIC: L WORDS LIST
14 secs.	"Dwelling, cooler, help, select, whistle-like, followed, milk."
	GRAPHIC: AND L IS AT THE END....
5 secs.	"And L is at the end of these words...."
	GRAPHIC: L WORDS LIST
12 secs.	"Full, tail, small, will, graceful, kill."
	GRAPHIC: L WORDS LIST
12 secs.	"Tall, skull, nocturnal, well, smell, call."
	GRAPHIC: L WORDS LIST
10 secs.	"Windfall, pull, haul, pile, animal."
	FOOTAGE: TRAINER HOLDING CUB
28 secs.	"Let's meet Loulou, the mountain lion, with trainer Scott Shupe. A lion like Loulou is the largest of the North American purring cats. She usually measures, when full grown, from 5½ to 9 feet long from her nose to tail tip. And

TIME: FOOTAGE: TRAINER HOLDING CUB/SHOWING BACK

(Continued)she weighs about 15 pounds as a small cub. She has a sleek, shiny-looking coat, the color of tan like most cats have, and five long-curved claws on her feet."

FOOTAGE: CLAWS AND UPPER BODY OF CUB

25 secs. "Loulou likes to be alone. Using her claws, she likes to hunt inland or beside lakes by herself. She will suddenly use her long hind or back legs to do graceful leaps and long bursts of speed to catch, and with the help of her claws, kill other animals for food. And Loulou lives or has a dwelling in cooler rocky areas which are hard to get to, or in thick forests in the Western part of the United States."

FOOTAGE: TRAINER HOLDING CUB/FACE

25 secs. "Loulou also climbs tall trees. The skull, or the boney head of a mountain lion, has eyes set forward to help in hunting. Mountain lions have the largest and possibly the sharpest eyes which look to select food to kill. Usually, mountain lions are nocturnal. That means they go out only when it's dark outside. And they see well at night. Loulou's hearing and smell are not as sharp as other cats."

FOOTAGE: TRAINER TURNING AND CLAW UP

20 secs. *"Mountain lions like Loulou make a whistle-like sound or sounds like house cats but louder. Making these sounds will help Loulou call and be followed by her one to six spotted kittens. These kittens are often born under a rock ledge or windfall. Loulou will pull, haul, and bring a pile of meat to the kittens, as well as give them milk."*

FOOTAGE: CUB LOOKING AROUND

15 secs. *"The kittens will learn from Loulou where to look for and lick food, and how to kill this food. A young mountain lion will leave here and go to its own way when it's about two years old. Loulou, the mountain lion, is an animal who likes to be a loner."*

GRAPHIC: THE END

10 secs. (w/music) *"That's all for Loulou, the mountain lion. Thanks for listening and watching."*

5 secs. (w/music) *GRAPHIC: MUSIC CREDIT*

R WORDS TO USE WHEN DISCUSSING THE RED-TAILED HAWK

BEGINNING	MIDDLE	END	BLENDS
Ruby	wears	are	frogs
red-tailed	colored	larger	grasshoppers
red	feathers	stronger	trees
reaches	every	flyer	prey
rush	sharp	their	
raw	carry	fur	
rats	lizards	together	
rest	forest	care	
range	parents	her	
Rocky	buzzard	after	
	soars	hear	
	around	far	
		air	

L WORDS TO USE WHEN DISCUSSING THE LION

BEGINNING	MIDDLE	END	BLENDS
let's	Loulou	full	sleek
Loulou	usually	tail	claws
lion	color	will	climbs
like	alone	graceful	
long	inland	kill	
largest	herself	tall	
looking	suddenly	skull	
likes	animals	nocturnal	
lakes	dwelling	well	
longer	cooler	smell	
legs	help	call	
leaps	select	windfall	
lives	whistle-like	pull	
light	followed	haul	
louder	milk	pile	
ledge		animal	
learn			
look			
lick			
leave			
loner			

S WORDS TO USE WHEN DISCUSSING THE SNAKE

BEGINNING	MIDDLE	END	BLENDS
Sammy	glossy	let's	snake
sit	outside	limbless	scales
seem	beside	face	skin
sometimes	listen	guess	special
see	discover	likes	swallowing
sand	voices	eats	stay
sitting	crossing	mice	sneak
sun		rats	States
search		chase	
some		waits	
so		pounce	
safe		helps	
seen		acts	
		poisonous	
		snakes	
		hiss	
		pass	
		grass	
		this	
		house	
		yes	
		piece	
		States	

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